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ABSTRACT

This monograph is based on the authors' visits and communications with directors and staff, and presents an analysis of adult counseling programs operating in many sites around the nation. General characteristics of adult counseling centers are assessed in terms of start-up and funding, public relations and referrals, location, hours of operation, fee schedules, staff and training, clientele and services, and evaluation methods. Some unique activities are also identified for a few centers. Issues of concern to program developers are discussed and recommendations are made for improving and enhancing services for adults. This publication does not prescribe any universally applicable prescription for designing and delivering adult counseling services. (Author/KMF)

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Programs & Practices in Adult Counseling

By

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and

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CG 015006

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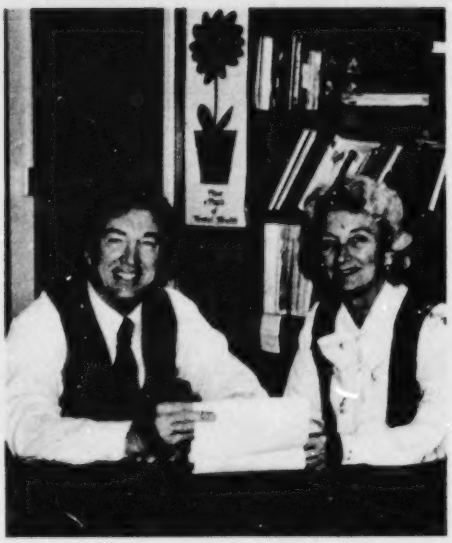

Garry R. Walz, Professor of Education and Director of the ERIC Counseling and Personnel Services Clearinghouse at The University of Michigan, and Libby Benjamin, Associate Director of ERIC/CAPS, have worked together since the beginning of 1974. Last year they completed the first phase of a 3-year ERIC-sponsored project on adult counseling with the writing of *Counseling Adults for Life Transitions.* This publication represents the culmination of a second year of research and visitations to selected adult counseling sites, and next year they will bring the cycle to a close with the writing of a third document on adult counseling models.

Garry and Libby have presented many programs and workshops on adult counseling in this country and abroad designed to help counselors improve their skills in helping adults cope with life transitions. They have also developed several competency-based staff development training modules on futurism, change agentry, and comprehensive program development. Garry is Past President of APGA and ACES, and Libby has been active in counselor associations in California and Alaska.

FOREWORD

"Coming down the homestretch" is the way we would describe our progress in this, the second year of our three-year project on adult counseling. Our first volume, Counseling Adults for Life Transitions, reviewed current theories and research on adult development and discussed issues in, basic tenets of, and futuristic images for adult counseling services. In this monograph we share with readers our experiences in visiting adult counseling centers around the nation, discuss commonalities and uniquenesses we found in the adult programs, present issues we believe are of critical importance, and offer some recommendations which we feel would improve services in any setting.

The third publication, bio-rhythms allowing, will be completed in 1981. It will synthesize all we have learned so far in our travels and study, offering a model for adult counseling programs and suggesting incisive adult counseling interventions.

Persons deserving of mention for their contributions to the writing of this monograph are too many to name. Directors and staff in all of the centers we visited, as well as those with whom we communicated by telephone, freely gave of their time and expertise that we might enhance our own knowledge and understanding in this exciting field. We appreciate so much their willingness to share--this monograph could not have been written without their help.

It has been a heady year, full of travel and new experiences. In the words that follow, we hope readers will sense our enthusiasm for what is happening in adult programs, and will find the issues we discuss worthy of study and reflection. If, as a result of reading this monograph, readers gain new insights or are able to improve their own programs, then we will have accomplished the goal we set out to achieve.

GRW and LB

PROGRAMS AND PRACTICES IN ADULT COUNSELING

Garry R. Walz and Libby Benjamin

Based on their visits and communications with directors and staff, the authors of this monograph present an analysis of adult counseling programs operating in many sites around the nation. They describe general characteristics of adult counseling centers: start-up and funding; public relations and referrals; location, hours of operation, and fee schedules; staff and training; clientele and services, and methods of evaluation. In addition, they identify activities which are unique to just a few. Walz and Benjamin also discuss issues which should be of concern to program developers and offer recommendations for improving and enhancing services for adults. This monograph is intended to increase understanding and knowledge about current practice in this field and stimulate study and reflection about more effective ways of meeting adult needs.

THE BEGINNING

What are adult counseling centers? How do you start them? What resources do you use? Who comes to them? How do you finance them? Are they successful? People repeatedly posed these questions to us, and many more of similar ilk, as we traveled about the country presenting programs on adult counseling. At first we attributed such inquiries to the special interests of a few. Because the questions persisted, however, we came to realize that they were vital to the field, and that people concerned about adult counseling were interested in them, or should be--ourselves included. We found that the literature abounded in discussions about general emphases in adult counseling, i.e., theoretical persuasions of adult counselors, needs of adult clients, major areas of content. Missing from the literature, and our own presentations as well, was definitive information on the adult counseling programs themselves--how they were organized, how operated, and with what results. We observed with a touch of irony that the questions surfacing in our minds were similar to those others were asking of us; none of us was speaking

to or writing about what we all wanted to know.

Of such insights are missions born. The need seemed clear. Less clear, however, was how to establish a methodology that would overcome the formidable obstacles to gathering needed information from these centers--the Achilles' heel that had apparently frustrated others with similar intentions. The current directory of adult counseling centers identifies over 350 programs nationwide. Certainly, the time and expense involved in visiting all of them was prohibitive. Surveying them by mail seemed a pale, uninspired way of going about our task. Classifying centers according to some justifiable criteria was not possible since we never really resolved ways of constructing a valid sample or even developing a categorical base.

In the end we decided to give up the notion of using a traditional sampling approach. Doing a 180-degree turn, we found a direct solution: The answers to our questions would determine our sample. Our plan was to visit programs and ask questions on different topics until such time that we began to receive repetitive answers. If new data were not forthcoming from repeated program visitations and question-asking, we would cease assessing that topic and move to a new one.

We do our best work when we have a name for what we do. Data Peaking was the term we selected. We would continue acquiring data until we peaked, i.e., until no new ideas or information emerged. This method had two distinct advantages for us. First, it enabled us to visit adult counseling centers wherever our travels took us. If a city in which we were attending a conference or presenting a workshop had a center, we made arrangement to stop by and investigate the topics of interest to us. This seemingly erratic strategy led to our visiting a wide variety of centers with extremely interesting programs. Our back door approach also resulted in a fairly respectable sample. So, while creating a grand design for sampling adult counseling centers nationally eluded us, serendipity provided us with what we believed to be just the right counseling program mixture of large and small, well-funded and struggling, old and new. Anyone who would conclude from our experience that when science fails chance prevails is overgeneralizing from an N of one (or is just possibly a very astute researcher!).

A continually expanding body of relevant questions was the second advantage to our data peaking technique. As the number of our visitations increased, the need for gathering data on some topics diminished. We then developed new questions to which we assiduously pursued the answers until they, too, peaked and were ready to be retired. New areas of inquiry challenged us and enlivened the discussions. This proved to be a godsend: Asking the same questions over and over would have been a frightful bore. Devotees of Gallup we are not!

What We Looked For

Early in our planning we determined the importance of having a structured format which would help to standardize what we wished to ask about and observe at each site. We learned from experience that the staffs at adult counseling centers are wonderful hosts and are most willing to organize your time for you. You become engaged in a full schedule replete with conversations, observations, and inspection of the site and facilities. The staff show you what they are eager for you to see. For all of that, clear understanding of implicit program priorities and how they are met may still escape you, and you may come away ignorant of the "guts" of the program. One of our first objectives, therefore, was to construct a basic set of questions to govern our discussions and observations at the adult counseling program sites. The first few visits enabled us to revise and refine this approach. After some experimentation with format, we were satisfied that we were asking the right questions, making the most efficient use of our time, and obtaining the information we most wanted.

Crucial Areas of Inquiry

We drew from this basic pool of questions during each of our visitations. As time went on, the data peaking approach allowed us maximum flexibility in creating different questions. Basic areas of inquiry at all sites were the following:

How and when was the program started? Where did the leadership come from? Was the program backed by groups or people in the community? What needs prompted its beginning? How widespread was the interest? We wished

through such questions to identify the specific concerns that led to the creation of the center and to learn whether these initial motivators had changed with the passage of time.

Public relations and referral. We wanted to learn how adult counseling centers communicated their services to potential publics. What different kinds of media did they use? Were any special emphases present in publicity campaigns? Did they develop a network of informal contacts? Of especial interest to us was finding out whether there was any inherent bias toward one sex or type of service in the information distributed about the program. We also wondered how successful centers were in developing ongoing linkages with existing human services programs so that they might receive referrals regarding clients whose needs could best be served by their own center.

Fees, hours, and location. We believed that knowing about the type of fee structure would be important in helping us to understand the center operation. Was the program free? Did it charge fees? If so, what was the rationale for doing so? How flexible were the hours? Was the center open at the convenience of clients, or did it have to adhere to more traditional hours based on financial support or staff willingness to be on duty? A question of some importance was where the program was located and the nature of the facilities. Were the facilities inherently attractive, and was the site readily accessible to clients without the advantages of personal transportation?

Staffing and training. Early on we decided that important areas of investigation were the qualifications and experience of the staff and the means chosen to provide both training for new staff and renewal and upgrading for current staff. We thought it particularly important to talk with various staff members, in groups and individually, to ascertain their perceptions of the center and their feelings as to how well it was responding to identified priorities. In these interviews we tried to allow staff members ample opportunity not only to respond to our specific areas of concern but also to suggest their own topics for discussion.

Clientele. No matter what a center may say about itself or its operation, the bottom line is the clients who seek out the services of the center. As a result of our study, we wished to be able to describe

the "average" client as well as the range of clients. How broad was the client population served? To what extent did clients who used center services differ? In each center we were interested in learning about distinguishing personal characteristics such as age, sex, level of educational attainment, socioeconomic background, and use of previous counseling and helping services. We also asked the staff questions about why they thought their center attracted a particular clientele and whether they believed they had the potential to work with other kinds of clients.

Range of services provided. One of the more interesting topics was the services offered by each center. Our aim was to learn not only about what services were common to the majority of programs but also about any unique or relatively rare services offered by a particular center. Another important goal was to determine what kinds of human interventions were used such as individual and group counseling, self-exploration workshops, career seminars, as well as other approaches such as computerized information systems and self-instructional program materials. We believed that there would be a close interaction between the services available and the type of clients who sought services, and that one would profoundly influence the other.

Methods of evaluation. A pressing concern was to determine how programs validated the effectiveness of their services. Our interest was on both process evaluation, with a focus on the effectiveness of different procedures, and terminal evaluation, with a focus on changes in clients' behaviors as a result of their experiences in the program. It became clear almost immediately that center staff were likely to be very enthusiastic and optimistic about their program. Our real problem here, then, was learning to what extent they were able to substantiate what they were doing with the kind of hard data that would stand the test of assessment by independent and objective reviewers.

CHARACTERISTICS OF ADULT COUNSELING CENTERS

Every home, business, counseling office differs from every other as a result of forces from without and within. Each has ways of accomplishing elemental tasks, each expresses values and orders priorities, each possesses a look and an atmosphere that make it unique. So it is with the adult counseling center. The operation of such an enterprise is affected profoundly not only by the myriad variables impinging from outside but also by the orientation of the director and staff and the nature of the clientele. In spite of these very special qualities, however, a basic similarity pervades the functioning of adult programs. The mission of all centers is to provide assistance to adults, albeit centers may offer that help under vastly differing external and internal influences. Whatever the situation, the desired outcome is the same: to help adults resolve problems, learn to cope successfully, realize a more rewarding life style.

In this section we describe characteristics common to adult counseling centers, the aim being to draw from our visitations those practices that appeared to be basic to all. That program implementors utilize very similar kinds of approaches regardless of staff, setting, or funding, and that they believe their programs to be effective, lends a kind of validation to what they do and offers guidelines for those who have already established or would establish an adult counseling program. In describing these commonalities, we also speak to differences--and we did find differences! Knowing that others have been able to implement successful programs under critical constraints of funding and facilities may offer encouragement to would-be program developers who view such obstacles as insurmountable.

Start-Up and Funding

Events that led to the start of services for helping adults stemmed from a variety of forces. Probably two of the most potent were the sheer increase in adult numbers over the past decade--the graying of our population--and the dramatic rise in unemployment. Other influences, however, acted to push the development of adult counseling programs. The Displaced

Homemaker movement, for example, and the legislation it achieved, were responsible for the formation of the literally hundreds of programs that now operate in every state of the U.S. Clear recognition that career-changers were more the norm than the rarity in society caused numbers of private practitioners to establish career advisement programs and the market to be flooded with vocational self-help resources. Community colleges and universities were practically forced to expand career advisement and placement centers, and county and community organizations began to recognize that it was to their advantage--indeed, it was their duty--to develop viable responses to the needs of adult community members. What had been a vague and unspoken discontent became a demand that was felt everywhere--from students in a university independent study class experiencing a pressing need for extensive career counseling (Kansas) to older women suddenly alone who decided to band together and do something about their situation (California).

Of the centers in our study, most had their start in the past five years; only one was begun before 1970. All were originiated by women, all were directed by women, and few had other than women on the staff.

Development of these adult counseling programs obtained funding for them from a variety of sources: from the federal government, e.g., CETA, Title I, Title IV; from states, e.g., Departments of Vocational Education, Departments of Human Resources, Displaced Homemaker legislation, demonstration grants; from communities, e.g., AAUW, Bureaus for Women, foundations; from educational institutions, e.g., adult education programs, Departments of Adult and Occupational Education. Private organizations and individual donors sometimes contributed as well. Often, the funding came from a combination of the sources listed above, plus an ingenious array of other agencies or people that program developers were able to make sympathetic to their cause.

Public Relations and Referrals

Every program had some kind of publication describing its services, ranging from typed, non-illustrated or hand-illustrated, xeroxed leaflets, to typeset, professionally printed, multi-fold brochures and sophisticated quarterly or monthly newsletters. Listings were maintained in the yellow

pages of the telephone book and in local newspapers; some programs developed press releases for everything they did and prepared ongoing columns (for the Sunday Supplement, for example) advertising upcoming events. Fifteen-minute or half-hour radio spots were common ("Women on the Horizon"), featuring speakers on such topics as child abuse, math anxiety, and preretirement planning. The larger programs were successful in obtaining free time for televised public service announcements regarding their activities.

Developing a Speaker's Bureau, while not an outreach activity of more than a few centers, added a personal touch to the public relations effort that was found to be a persuasive technique for obtaining funds and/or clients. Many programs had Advisory Boards, Councils, Committees, or Commissions consisting, at least partly, of persons influential in business, community, and educational circles.

Beyond these fairly routine avenues of gaining visibility, program developers worked hard to develop liaisons with community agencies, private practitioners, and school personnel in order to obtain referrals. Most, not all, felt that what their program had to offer was different from the kind of help provided for adults in any other setting.

Location, Hours of Operation, Fees

Settings resembled one another only vaguely. The adult counseling programs we visited were most often housed in offices either downtown or remote; but we also found them in spanking new shopping centers, decrepit old houses, corners of community libraries, area technical schools, defunct industrial warehouses, adult education centers, quonset huts, university campuses--and one in an elegant but decaying mansion, another in a TV station. Some were up three flights, some in the basement. Some operated out of one or two rooms; some from three floors of offices, group rooms, and elaborate resource collections. Many had moved from place to place depending on positive factors of growth in clientele and finances, or negative factors of loss of support in funding, site, or staff. Many shared a building with other groups or organizations. Only a few directors were entirely satisfied with their location and facilities.

About half of the programs were open five days a week from five to nine hours a day, with some extending one or two days into the evening hours. The

others offered services on a more limited basis. Even the programs that operated on a three-day schedule, however, tried to be available at least one evening during the week.

Services were free for the most part, although some centers charged program participants on a sliding scale ($0-$25) depending upon ability to pay. As one brochure states in regard to what is required of a prospective client, "Your time, your commitment, no money" ("New Phase" program, Rockville, Maryland). CETA clients in any program, of course, paid nothing. Only one center charged a fairly large fee for an extensive, in-depth, individualized, and long-term relationship between client and program; but that was offset by a number of short-term free services including group workshops and use of the career resource center.

Staff and Training

The number and extent of training of the staff differed as widely as the settings in which they worked. Personnel ranged from one director working alone to several paid professionals plus volunteers, to a fully paid staff of 17--including counselors, a full-time attorney, a psychiatric nurse, and a clinical psychologist.

Directors came from a variety of educational and vocational backgrounds, but most had academic degrees of one kind or another. A limited number possessed counseling backgrounds, several had been teachers (home economics, history, physical education), and most (interesting, we thought) were themselves displaced homemakers--they were divorced or widowed and lately independent of others' support. Paid staff (including a very small percentage of men) were highly qualified for the most part from an educational perspective, even if their degrees were in a different field, but most had developed the competencies needed in their present work on the job. Volunteers brought a real richness to the centers because of who they were: grandmothers, lonesome widows, "empty nesters," mothers, bachelor women, feminists of all ages, former clients; Black, white, Spanish; old, young, middle-aged; highly educated (some had Masters' or Ph.D. degrees), working on a GED; financially secure, affluent.

Volunteers, who worked several hours a week, were utilized in most programs in a variety of ways: as intake workers, receptionists, peer counselors in one-to-one and group activities, and record keepers, to name a few. Few staff other than the director (even in large programs) devoted full time to the operation of the centers, and some directors also worked only part-time.

Clientele

The overriding generalization to be drawn regarding the kind of people who seek the services offered through adult counseling centers is that, practically without exception, they are women. Typical responses to our question regarding sex of clientele were the following: "75% women," "99% women," "all women," "some men," "two men in two years." No program (and we asked each director that question as well) excluded men, even if the word "woman" or "women" was in its title. In fact, one center had changed its name so as to be less intimidating to prospective male clients. Several program directors, acknowledging that the legislation regarding displaced homemakers specifically uses the terms "woman," "her," and "she," recognized that in today's society males can also be classified as displaced homemakers. It must be said, however, that for whatever reasons and regardless of their needs, males are not drawn to adult counseling centers.

Most clients were disadvantaged in some way--poor, unemployed, uneducated, physically handicapped, without marketable skills--although the percentage of such clients changed dramatically with the center's location. Also coming through the doors were would-be career changers with good educations and steady but uninteresting jobs; financially comfortable but purposeless women whose children had left and who "want to do something"; lonely widows; women who had been out of the work world for a number of years and wished to update and upgrade their knowledge and skills.

Again depending on location, ethnicity of clients changed. Counseling centers in one location catered mostly to Black people; in another site clients reflected a balance of Black, Spanish, and white; in still another area the clientele were mostly white. The make-up of the community and the

place where the center was housed were influential in determining who would avail themselves of the program.

Ages of clients ranged from the 20's to the 60's, the average client being 45-55 years old. Legislative regulations had some effect on this statistic: If the project was officially supported by displaced homemaker funds, then the program could not accept anyone under 35. Directors got around this by obtaining other funding from any source possible and using it to provide services for younger clients. One director exclaimed passionately, "Do you think I'm going to turn away somebody just because she's only 33!"

CETA regulations also affected the nature of the clientele coming to the centers. CETA-funded projects require that clients be CETA-qualified. Many a saddened director had to turn away individuals because they did not fall under CETA guidelines.

Services

Here basic commonality prevailed, albeit on a wide continuum of level and degree. All programs included an information and referral component; almost all provided individual and/or group counseling, seminars, and workshops; most had resource collections; some offered testing; a few had health and/or legal clinics, arranged social activities, and helped in job placement. Considering each center's services in depth, we tried to ascertain the particulars of just exactly what was available and how it was delivered. The following discussion synthesizes our findings in this regard; we hope it will be helpful in answering many of the detailed questions of concerned persons about the real heart of adult counseling programs.

Resource collections. Practically all counseling centers had a body of fairly current to current resource materials for client or staff use. These ranged from a shelf full of typed information sheets, occupational briefs and brochures, and a few books, to a vast library of pamphlets, paperbacks, hardbound volumes, tests, career files, microfiche, and computerized occupational information and programmed, self-help units. Available in most resource collections was information on education and training opportunities in the area, as well as a list of all other area agencies that

could offer other kinds of assistance. Some maintained a list of scholarships for adults; a few centers provided job banks, kept up-to-date through continuous monitoring of want-ads and liaisons with individual employers and employment offices. Also included in some resource libraries was information on volunteer opportunities. Clients were free to browse through the materials, even in fee-charging programs, and help was always available if needed.

Information and referral. The *raison d'etre* of adult counseling centers is to help adults; information is a basic ingredient of that assistance. All centers saw the dissemination of information as key in their programs, and if they couldn't provide it, they knew who could. One program existed only to make referrals, acting as a coordinating link with businesses, lawyers, agencies, and educational institutions in the area. The directors and staff we spoke with were well-informed, not only about other sources of help but also about legal rights, job requirements, and ways to obtain food stamps or supplemental financial support. Relationships with other agencies were, in most settings, amicable and copperative; only a few programs were experiencing problems of competition and turf.

Job placement. This function was performed in less than half of the programs on our list. When it was, directors were eloquent in speaking to the rate of success. The majority of programs, however, put their main emphases on self-exploration, the resolution of immediate problems, and helping clients "get themselves together." They guided participants through the steps of determining interests, making decisions, setting goals, and acquiring employability skills, to the point where they were ready to launch themselves into the work world. From this stage onward, they then provided support and encouragement but left to the individual the task of locating employment.

Individual counseling. Personal attention, although sometimes brief, was given to every one of the thousands of people who came to these centers. It started with the intake interview, during which the client and the intake person discussed the application form completed either by the client alone or by the staff member with the client's help. While ostensibly an interview, this initial meeting often became a true counseling session.

Centers with adequate staff continued counseling activities throughout the time the client participated in the program; most, however, were limited in the amount of personal counseling they could provide. Counselors were not always called counselors; instead, terms like "learning consultant" were often used to avoid the possible stigma attached to the idea that a person "needs a counselor." Some programs shied away from more than minimal individual counseling, convinced that the real strength of their services lay in peer support.

Group counseling. The most commonly utilized technique in adult counseling programs was the group approach, evidenced in group counseling, workshops, seminars, rap sessions, and information-giving meetings. In fact, two directors advised us that they did no individual counseling--which turned out to be not quite true because of the initial, sometimes extensive contact with each new client. Group members in the counseling sessions provided tremendous support for one another as each wrestled with his/her own particular set of problems. Fear, anxiety, and loneliness seemed to be more easily conquered in the company of others who were experiencing the same emotions. Clients were reassured to learn that they were not alone and that their situation was not unique to themselves. Suggestions for resolving problems, coming from a variety of new and different perspectives, trusted because they were offered by peers, opened the eyes of many group members to alternative ways of coping with difficulties. Dissatisfied employed persons were able to share their feelings of boredom and stagnation with others in similar situations, and then attempt cooperatively to find ways of making life and work more rewarding. Friendships formed within the groups often continued on the outside, and many persons who had built their lives from a "coupled" perspective were able to make the transition to constructive singlehood more easily because of the caring and support of people just like themselves.

Groups were small; membership ranged from eight to no more than fifteen so as to allow all participants the chance to "have the spotlight" and to interact very informally. One director told us that she had great difficulty getting a group together because of the logistics of time and competing obligations of potential group members, but this was not typical

of the centers in our study. Another stated that in groups lasting more than a week, she kept losing people to jobs--a fact about which she was not unhappy!

Because the skills of the group facilitator are so critical to group functioning, we were very interested in the training of the group leaders. Experience in group work was not characteristic of most leaders; they confessed to us that they had learned by watching some other staff member or by their own trial and error experiences.

Workshops and seminars. Ingenuity in the range of workshop topics was matched only by ingenuity in titles. Some examples: "Dress for Success," "Alone in a Couple's World," "Senior Scholar," "Lunch and Learn," "Creative Life Work Planning," "Heads-up Make-up," "Careers for Peers" (for students), "When the Empty Nest Fills Back Up." Workshops were designed mainly for program clients, but some of the larger centers also offered one-time workshops for such varied populations as youth, public service employees, educators, community action agencies, women aspiring to become executives, and individuals wanting to start their own businesses. Collaboration between educational institutions and the adult center often resulted in center staff conducting courses in the formal education program.

As far as workshop topics were concerned, the largest group had to do with information about the local job market, legal rights, sources of financial aid, and employability skills such as job-seeking, resume writing, interviewing techniques, and personal skill-assessment. A whole other group of workshop topics centered around the theme of life management skills--assertiveness training; assessing interests, strengths, needs; managing time and money; setting goals and making decisions; listening effectively, building self-confidence; coping with divorce; coping with grief. In only one center did we find a program specifically targeted to prescription drug users (abusers). It had been developed after a needs assessment of entering clients revealed that over a third of them used drugs regularly. Clients in this phase of the program attended workshops for eight weeks that included drug education, support, and skill training.

"Various" is an apt descriptor for the length of each center's workshop schedule. Workshop programs were conducted for any numbers of

hours, days, weeks, or even months in a few instances; on days, evenings, and in rare cases on weekends. Extending a workshop more than about ten working days was uncommon to most centers, although several conducted evening programs twice a week for four weeks. Some directors advised us that two weeks seemed to represent the limit of client "staying power."

Outside speakers brought in from the community lent variety and substance to meetings with a highly specialized focus such as legal and health clinics or programs dealing with targeted occupational areas. More affluent centers used videotape in various kinds of instructional efforts. Group size ranged from ten to fifteen members in longer-term workshops to as many as a hundred or more in informational, one-time sessions.

Brush-up training sessions were offered by a few centers to help interested clients refresh their clerical skills. However, many programs placed more emphasis on occupational information, skill-training, and employment opportunities in nontraditional than in the more traditional areas. A desire to help women enter employment fields from which they felt excluded but in which the pay was higher, and to break down culturally-imposed barriers to employment for women, was clearly evidenced throughout the centers.

Many programs are by nature and by title Educational Opportunity Centers, devoting all of their efforts to helping clients fill gaps in their educational backgrounds--from completing the GED to finding just the right technical or transfer program in the local community college. A tutorial, one-to-one approach was commonly utilized when the goal was educational sufficiency, although workshops and seminars were also useful for implementing some parts of the program. Linkage with local colleges and training centers was tight and effective in the EOC's.

Directors were almost always willing to share materials about their workshop schedules and content to allow us to observe groups in action, and we came away from many visitations with good feelings about what the participants (all women, in every case) were learning and doing.

Testing. Standardized tests were used infrequently. Many clients, directors told us, had a built-in anxiety about test-taking; some couldn't read well; to many, tests revived feelings of failure, ingrained from years of lack of success in school. More literate clients were often referred to counseling centers in local colleges for aptitude, achievement, and/or vocational interest tests. Assessment instruments most commonly used were developed in-house from materials obtained "here and there" (we were told with a smile), and from these materials needs were determined and programs designed.

Evaluation

Everyone had some kind of statistical data regarding clients--numbers entering the program; numbers placed in jobs; attrition rates; sex, age, ethnic origin of clients; numbers finishing the program. Having clients complete subjective evaluations of their experiences at the conclusion of an interview or a workshop or at the time they concluded the program was a practice of nearly all centers. Myriad copies of these assessment devices given to us by program staff revealed strong similarities in the kinds of questions asked. Most required essay-type answers; few utilized a semantic differential approach. Practically all were developed by the program staff or "scrounged from somewhere," as one director told us.

Centers existing through grants or supported by federal or state funding of other kinds kept the most extensive records, probably because of funding regulations. Fortunate indeed were two centers which, through a cooperative agreement with a university in the area, were able to deliver raw data to the institution for computer analysis.

Follow-up was practically non-existent. Shortages of staff, time, and money were the reasons most frequently given for failure to perform this evaluative function. We were also advised that attempts to assess clients' progress after they completed the program were often thwarted by inability to locate them.

We found little evidence of sophisticated attempts to collect data regarding changes in attitudes or understanding of self; gains in knowledge, skills, insights; enhanced self-concept. Many participants indicated growth and change in several of these areas, but these were communicated either verbally or through written, subjective summaries of their experiences.

UNIQUENESSES, ACHIEVEMENTS, DESIRES

As we concluded our interviews, we asked each of our respondents three questions concerning (1) what they regarded as unique in their program, (2) what features or activities they believed were most responsible for their success, and (3) how they would change their program if dreams could come true. Our aim was to learn if there were some outstanding components of these programs which contributed strongly to effective functioning, and what program directors, after all of their experience, thought would be most helpful in improving their services. The answers were extremely interesting.

In the pages following we have attempted to condense replies to these questions into succinct lists which we hope will fuel the creative fires in the minds of other adult counseling program planners and help them in modifying or revitalizing their own efforts.

First Question: "How is your program different from others that you know about?" "What do you do that is unique?"

Not too many directors felt that their program possessed an innovative or particularly "different" component; responses were sometimes slow in coming. We were very impressed, however, with the creative approaches some of our interviewees shared with us. These are listed below:

- Research component. Linkage with a university that allows data to be analyzed from any aspect by computer and keeps the program on target in responding to needs, monitoring ongoing program activities, and evaluating outcomes.
- "Client friend." A person available 24 hours a day to provide assistance to any caller or visitor, plus a buddy system whereby each client is assigned another client or staff member to provide needed support at any time.
- Social activities. Sponsorship of a large number of social events for clients that promote new friendships and satisfy the need for conviviality and pleasure in many otherwise bleak lives.

• Personal relationships. Placed first because it was by far the most frequent reply. The caring, supportive, reciprocal, and trusting relationship developed between clients and staff counted for much in estimations of program success.

• Immediate service. No waiting, no delays, help for pressing concerns right now.

• Open door. Any problem welcome, the one place people can come regardless of need and find comfort and help.

• Service to women. The long-neglected species finally recognized for their talents, abilities, and potential contributions--and helped to realize them.

• Emphasis on the positive. No judgmental tactics, no blame, no criticism, taking each client where she (most often) is in her life space and building from there.

• Promoting awareness of rights. Helping the defeated become knowledgeable of legal rights and privileges, opening doors to help of all kinds.

• Workshops. Targeted, relevant programs designed to help clients resolve real problems.

• Resource centers. A wide range of practical, useful, meaningful aids to help clients achieve more satisfying work roles and life styles.

• Independence. Lack of constraints imposed by various funding organizations, freedom to operate the program in the best interests of clients, recognition that heavily regulated programs are restricted in many ways in what they do and who they do it for.

• Knowledge of the area. Belief that intimate knowledge of clientele, available services, local educational and training programs, and types of employment opportunities is a strong factor in keeping programs tuned to reality.

• Former clients as models. Using graduates of the program as speakers, resource persons, and peer counselors; showing by doing; encouraging the belief that "If she made it, then maybe I can, too!"; through these role models, helping clients realize and internalize the fact that others with very similar problems have been able to overcome them and move on to an even better life.

Third question: "So if you were free to alter your program in any way, if you could have your deepest wish come true, what would you want?" "Image for us the ways you would like to change what you are doing..."

This was our final question, and we departed after the "blue-skying" phase of data collection. We knew before we started that a lot of directors would say "More money!" (and we were right), but our aim was to get beyond that barrier to discover what they would do with more money. These were the answers:

- Be open full time, five-and-one-half days, at least four evenings.
- Pay staff.
- Increase staff.
- Obtain a more visible facility--downtown, or in a heavily-frequented, easily accessible location.
- Have a multi-center operation--a central, coordinating office with links to all helping service agencies, community groups, educational institutions, training centers.
- Establish satellite programs in community centers easily accessible to all types of clients.
- Serve both sexes.
- Establish a sliding-scale fee based on client ability to pay to assist in financing the program.
- Forget CETA and its restrictive guidelines that cause too much paperwork and limit the numbers of clients who can qualify for services.
- Remove the stigma of nontraditional work for women.
- Eliminate interference from unions when clients wish to obtain on-the-job experience or enter apprentice training programs.
- Conduct an exhaustive survey of all educational, training, and counseling programs in the area to coordinate services and abolish or at least reduce overlap in program emphases and efforts.
- Provide free transportation to bring clients to the centers.
- Get more employers to allow clients to obtain work experience in their agencies or businesses.

• Establish support groups by geographic region to continue the encouragement needed by clients as they attempt to put new behaviors and skills into practice.

• Have an unmonitored "slush fund" that would allow centers to provide immediate financial help in urgent cases or buy unbudgeted but needed supplies and resources.

Did we leave our interviewees starry-eyed or frustrated as they enumerated their 'druthers? We weren't sure, but many of them, in response to our expressions of appreciation for their willingness to share time, information, and materials, thanked us for the opportunity to speak about their own achievements and concerns, and to spend a few quiet hours thoughtfully assessing their programs. It was clear to us that the people responsible for planning, starting, and implementing adult centers are highly committed to the task. They are caring, concerned, and proud of what they are doing, and are trying to utilize the resources at their disposal in the most efficient and effective way possible.

ISSUES AND QUESTIONS

Our glimpses of the adult counseling center landscape fluctuated between some features set out in stark relief and others beclouded by uncertainty. Almost every question we asked raised a host of others in our minds. Our original goal had been to identify existing methods of designing, staffing, managing, and evaluating adult programs. Along the way, however, we realized that major philosophical issues exerted tremendous influence on these variables. Listed below are the issues which piqued our curiosity and challenged our thinking. We provide no generalized answers, but we believe that adult program developers can ignore them at their peril. We present them to assist readers to explicate their own views and values and develop an informed and examined operating philosophy that will provide the holistic perspective necessary for creative center management.

Staff Training

The effectiveness of counseling programs has traditionally been judged from a number of perspectives, one of which is the qualifications and skills of the staff. If we apply this measurement to the adult counseling programs in our study, we must conclude that many fall short. Programs are planned, managed, and implemented in many settings by staff untrained in counseling theory and procedures; and those who are *bona fide* counseling professionals often have had minimal training or experience in group work--which is the most commonly utilized mode of delivering services. Some directors told us frankly that they were unable to obtain professional staff because of limited funding and felt fortunate to have staff personnel with any kind of educational degree. Expediency rather than conscious choice led to a form of differential staffing that in many ways "worked."

The pattern of staffing in our judgment was profoundly influenced by the preparation of the director herself. Directors who lacked professional counseling qualifications or experience--and they were in the majority--gave relatively little credence to acquiring staff members from professional

backgrounds. Was this through conscious design, or was it a response to the threat inherent in having more professionally qualified subordinates? Maybe both explanations were true to some extent.

The adult counseling centers in our study functioned as counseling infrastructures. Operating outside traditional constraints of accreditation and program review, they exercised more freedom along the lines determined by the director. Whether the staffing decisions were made by whim or by substance would have to be determined by viewing each individual situation, and the question is difficult or impossible to answer fully with the evaluative data currently present in each center.

Follow-through and Evaluation

Asking the staff members of any program about its effectiveness typically elicited broad smiles and dancing eyes. Almost without exception, program staff were excited about their efforts, pleased that they could be of help to so many people, and convinced that what they were doing was of real worth. This sense of success was founded on general feedback from program participants--clients liked the experiences and communicated their appreciation in a variety of ways. Slighted on funds, operating in minimal quarters, and sometimes ignored by formal community service structures, the staff in many programs gained their greatest sense of reward from lending assistance to needy and responsive people. One could not help but be impressed by their strong belief in what they were doing.

If one reviews the programs less from the heart and more from the head, however, the proof of their worth is not nearly so apparent. Beneath the veneer of enthusiasm and commitment, we often found that the qualifications of the staff and the validity of the instruments used departed from professionally accepted standards for counseling centers. To an even greater degree, center staff were unable to provide supporting data of a kind that would bring accepting nods from "show me"-type decision makers and budget allocators. The evaluation menu of choice was counting heads. How many were seen? How many entered this or that part of the

program? How many completed the program? How many job contacts were made? And for some centers, how many client contacts resulted in initial employment placements?

If visitors keep their own enthusiasm in check, they may find themselves reflecting on whether these centers do more than help individuals gain a new outlook toward themselves and toward the opportunities available to them. The number one objective in most cases was to raise the self-esteem of clients. Psychologically battered, abused, and defeated people are the rule rather than the exception in those who walk through the doors. But raising self-esteem without building the accompanying skills and knowledge necessary to participate effectively in the occupational world may be more hurtful than helpful. Like a patent medicine supported by ebullient testimonials, a person can be launched on the trajectory of a new life only to be buffeted, even defeated, by the demands for needed job skills and knowledge.

In not a single program did we observe the use of criterion-referenced measures that would provide convincing evidence of participant change or gain in actual attitudes, skills, or knowledge. In only two instances did staff make a systematic effort to follow up program graduates to determine their staying power in job placements or the long-term results of their participation in the program. Given our previous comments about the nontraditional nature of the staffing, this lack of convincing evaluative data is all the more disturbing. The clients of these centers exhibit such need and manifest such humble, almost child-like, appreciation for the help they receive that a voice within demands that we offer more than placebos. If no one else is asking the questions, then we must ask them ourselves--Must we not have something more than our own personal convictions that what we are doing is lasting and truly vital in helping others build a viable body of life skills?

Male Participation

A male liberationist would have a field day observing the management and functioning of adult counseling centers. Where were the downtrodden males? Why, in practically all of the programs, were the participants

overwhelmingly female? Why were the staff almost exclusively female? Why, at least in our sample, were the directors all female? The well-nigh universal response to such questions was, "It is not that we discriminate, it is the women who choose to participate." None of our interviewees had definite answers as to why males were so scarce in their programs, although some attempted to offer possible explanations: ". . .perhaps an inability to admit weaknesses or shortcomings?" ". . .similar services available on the job or through other sources?" ". . .a general disdain for counseling?"

Such suggestions did not seem to provide the whole answer, however, as at least one center indicated that it was successful in forming mixed groups. But judgment as to the effectiveness of these groups was negative. "It brought out the worst in our female clients," one director said, "--giggling, seductive, dating behavior rather than attention to the substance of the sessions. So we quit involving males."

Is such *de facto* segregation illegal in programs funded through legislation that is clearly nonsexist in intent? It was a discomfiting question. Our respondents seemed comfortable with the answer that males did not seek their services, probably didn't even need them. Through all of our discussions, there was a lingering question--had a real effort been made to reach the troubled male? Could we really say that males did not need the help such centers could provide? Could it not be that the orientation of the staff or the programs was such that males were implicitly if not explicitly discouraged from participating?

One source of insight to this dilemma was the absence of male staffing in all programs. No program in our study had a male director; a very few had male staff members. What may be operating is a counseling self-fulfilling prophecy: You get what you look for.

We were curious, even stimulated, by the unexplored potentiality of what mixed groups might do to help both sexes develop life skills. In our own experience we have found that the most powerful learning experiences occur in groups comprised of a balanced mixture of males and females. As in many areas of our investigations, we felt that we had learned why things existed as they did, but we were not comfortable with the answers.

Linkage, Networking, and Overlap of Services

When resources are severely limited, the logical approach is to maximize coordination and mutual planning so that unnecessary overlap is avoided and sharing is maximized. Not so, we found, in the management of adult counseling centers. At least in part, the typical center operated under the auspices of an existing community agency, e.g., YMCA, AAUW, Bureau for Women, and within the framework of the relationships and networks of the sponsoring agencies. We were struck by the unawareness in centers contiguous to one another regarding other available services and resources. And while awareness was minimal, sharing of resources--either ideas or people--occurred even less frequently. Turfdom raised its ugly head: Being independent for some centers seemed more important than cooperating and linking with others. This behavior was perpetuated through the reinforcement provided by ample clienteles. When a center rarely lacked for clients, why reach out to coordinate? What was seldom discussed or even considered was how a particular program could have been improved had there been a desire or willingness to share ideas and resources. It did not seem to us that any center had such a monopoly on good programs or practices that it could not have benefited from regular consultation and sharing.

In larger cities particularly, there was clear evidence of overlapping services. The duplication of facilities and services is desirable when it serves special needs; when it serves only to dilute the depth of the services, then it can be harmful. Unawareness of other programs suggested to us that this was not planned duplication but overlap by ignorance. Where do existing services such as public employment centers and other community programs fit into the overall mosaic of adult counseling services? We are not sure. When centers were knowledgeable about other services within a given community, there was little evidence of regular, systematic, and effective cooperation among them.

Funding and Fees

Do people appreciate what they get for nothing? Such a query brought smiles and wrinkled brows--a perplexing question. Many centers were reluctant to ask people without enough money to know where their next meal was coming from to pay for services which could make the difference in whether there would be a next meal. Yet program directors wondered, with us, whether attrition rates or non-successes could be reduced if participants were required to commit themselves to paying for part of the services, however negligible that amount might be.

Centers that chose to require payment usually tempered their policy with liberal financial support, e.g., scholarships, payment based on need, rather than using a rigid payment schedule. Other centers were uncomfortable with any payment, believing that it was another strike against people who had already struck out too many times. In still others, of course, the funding base prohibited charging any fees.

As important as this question of fees and funding is, there was a remarkable lack of useful information on the topic. Answers to the questions, "What happens when you. . .increase the fees?. . .eliminate the fees?. . .split the fee between center and client?. . .charge full fees?" were unknown; none of the centers had any actual data that would lead toward more informed judgments about changes in the fee structure. Opinions abounded, but experimentation was really nonexistent.

Whatever the funding base, it influenced greatly the range and depth of the services provided. The tyranny of the funding authority was often the biggest constraint. When clients had to have money to make it through the day, when either the young or the old desired help, when a nonresident needed a start, when a special form of education or training was the answer--there was often a legal reason why it couldn't be done. To insure that particular funds will be used in the way that the law intends, legislators often attach tight strings to spending. As a result, the program is not as helpful as it might be if more flexibility and professional judgment were allowed in how funds are used. Each client is a unique person with esoteric experiences and needs, and the program plan for "average" clients falls short of meeting the real needs of many clients.

Consistency and Theoretical Base

There is a hunger for knowledge on how to provide counseling services for adults. We met repeated requests--"Do you know of any resources or activities that could be used for this or that need?" Questions by us regarding theoretical orientation or approach to adult development were responded to with helpless shrugs or reference to what staff themselves had learned in a three-day training seminar. If a staff member had not been able to attend one of the then-current seminars, then the pattern was to observe and learn from someone who had, or to experience trial and error with the clients themselves. Pragmatism was king; staff eagerly grasped new ideas or practices and infused them into their existing programs without much thought or planning.

Critics of counseling would be bemused at the thought of counseling being too practical. It is, of course, of utmost importance that the most urgent needs of clients be met. But lack of understanding of adult development and theories of intervention leads to faddish responses that ebb and flow like the tides, without seeming purpose or outcome. The theoretical framework provides a base for making informed choices and decisions. It enables directors and staff to say with conviction, "However popular this or that program may be, we really don't need or want it." How much theory and knowledge of adult development should the directors and staff possess? We begged the question a bit by our belief that most presently have very little, and certainly less than professional counselors believe they should have.

Preparation of Personnel

How much of a generalist can perform the specialized functions of an adult counselor?--a question to which we repeatedly sought answers. Can a person with a liberal arts degree and a varied work history perform the tasks demanded of an adult counseling center staff member? Can the enthusiasm and interest of the volunteer or paraprofessional substitute for lack of formal training and experience in counseling adults? A resounding "Yes!" would be the answer that current practice would shout. We wondered if this answer was based more on expediency than on wisdom. Soft money, time-limited

contracts, and modest pay scales were more powerful determinants of who the staff would be than many directors would admit to. As one staff member said to us, "You take the folks you can find."

The flip side of this question regarding the need for adequate training is, "Do persons formally prepared as counselors operate better than persons without formal professional training?" Clearly, nomination by directors of who were the most effective staff counselors was not directly related to their professional education and experience. The issue thus becomes one of whether formal training is desirable or whether one can learn needed skills on the job. In our experience there are few, if any, counselor education programs that prepare counselors to assume the tasks and responsibilities required in adult counseling programs. In the few cases where student graduate counseling interns were involved, they told us that working in the center had taught them many new skills, and that the experiences gained were one of the most valuable, if not the most valuable, part of their formal training. We were left with these questions: How can counselor training institutions better equip counselors to respond to adult needs? Because of increasing numbers of adults, should not training in adult counseling become a priority in preservice experiences?

Resources

"Duplicating machines run amuk" is an apt title for the resources utilized in counseling centers. Clasped dearly to the heart of center staff was a plentitude of self-report forms for assessing client attitudes, abilities, interests, values, and personality. Simple to complete, easier to score, these homemade recipes for diagnosis were the stock in trade of most of the centers in our study. Presented in a scientific aura, these materials of unknown parentage and cryptic histories became the basis for assisting clients to make critical life decisions and plans. In many instances the instruments determined what and how services were offered--masters rather than servants of the program. This approach was widely diffused because of ready acceptance by clients and the ease and low cost with which the resources helped to provide necessary data. Is the choice of instrumentation a function of the limited training of the staff in tests

and measurements or the result of proven effectiveness? Are appropriate safeguards in the use of unvalidated assessment devices being observed by counseling staffs? If Frank Parsons had accompanied us on our visitations, we believe he would have felt very much at home. The cornerstone of his approach to vocational guidance was, after all, self-diagnosis. We wondered if time had brought us full circle to where, under new names, we were essentially doing what we started out to do sixty years ago.

CONCLUSIONS AND RECOMMENDATIONS

The most insightful conclusions are frequently shared over coffee or martinis. At such times researchers are frequently asked a question like, "What did you really learn as a result of all your work?" Our conclusions fit into this mode. We have tried to share our major conclusions and those practices we are prepared to recommend. These judgments are presented humbly because our sample was small--even though it seemed large to us and required countless hours of time--and also because we were dealing with a dynamic subject that changed even as we learned about it.

Staff Training

We recognize both the difficulty of obtaining staff and the many fine contributions that can be made by educated people who are not necessarily trained or experienced in counseling. We also think that the concept of differential staffing wherein particular talents of staff are utilized to achieve specific outcomes is desirable and effective. Given these factors, however, we do suggest that there is need for both a greater commitment to obtaining staff with counseling backgrounds and skills and to providing in-service staff training through the services of experienced professional counselors. Some of the most effective programs in our study were those which enjoyed a strong and continuing relationship with university departments of education and psychology wherein university faculty provided regular and frequent consultation on counseling. Enthusiasm and commitment are powerful human resources that can do much to help make human services programs successful. True excellence in program operation occurs when interest and enthusiasm are combined with specific counseling skills.

Follow-through and Evaluation

One of the major challenges facing human services programs today is translating personal convictions of program staff regarding the high quality or worth of their program into objective data from which independent decision makers can reach the same conclusions. As we stated previously,

most programs appeared to be long on personal beliefs and short on supporting evidence regarding their worth. We believe that criterion-referenced measurements should be used to document in verifiable ways changes which occur as a result of counseling experiences. We also think process evaluation should be undertaken to determine the effectiveness of procedures and resources used by the centers. This could be accomplished through a close liaison with local universities or colleges and/or through a more effective means of sharing experiences and information among the centers. Most university programs are looking for opportunities for their advanced graduate students to be involved in educational evaluation--adult counseling centers would provide excellent sites for this evaluation experience to take place. And while a given center might be involved in intensively examining outcomes of only a few approaches, a number of centers working together could establish an organized pool of information about instruments and procedures that would be beneficial to all. Perhaps most important, an attitude of experimentation, of refusing to take at face value the worth or utility of any procedure or instrument, would be a highly desirable orientation that would likely insure the continuing revision and improvement of center operation and practice.

Male Participation

The extremely minimal participation of males in adult counseling centers, in our judgment, is neither desirable nor necessary. Though males may exhibit a different symptomology, their needs for counseling assistance are as great as those of women. Their reluctance to participate is probably a function of both the methods of advertisement and the type of counseling services provided. With more visible male staffing, and with programs and services oriented to specific male interests such as assessing personal strengths and enhancing occupational skills, males would undoubtedly participate and would find the experiences profitable. Program advertising should use male as well as female role models in both the visual and audio aspects of communication. Males prominent in the community might well serve as visible sponsors, and their testimonials regarding the worth of the services would lend legitimacy to the use of the center by the reluctant male.

We believe strongly that with the appropriate leadership, a judicious mixture of males and females in group counseling or workshops is mutually beneficial. At the least, there should be evidence to the contrary before programmatic decisions are made that exclude this type of interaction.

Linkage, Networking, and Overlap of Services

All of the centers we visited could have profited from the type of experiences we had. Staffs could learn from each other. Some staff members spoke very positively about their relationships with other centers and about how useful they were. Even among staffs with such existing linkages, however, we believe that more extensive networking would pay high dividends for all involved. Spending the fairly limited amount of time necessary for communicating and sharing would be amply rewarded with insights and resources of benefit to both givers and receivers. We especially recommend more effective utilization of data bases such as ERIC to retrieve information on procedures for center improvement. Not a single center in our study was making regular use of ERIC to obtain new ideas and resources. Here was a mother lode of 24-carat resource nuggets which had neither been found nor prospected for.

When resources are in short supply, then the need for a clear set of priorities becomes even more crucial. We think it essential that all centers delegate to a single person major responsibility for developing linkages and searching external sources to find ideas and materials for enhancing the center's operation.

Funding and Fees

The funding dilemma has no simple solution. Given the national plight, it may get worse before it gets better. We have two suggestions: (1) Seek a multiple funding base; never be content with funding from a single sponsor. Creative juxtaposition of funding sources for facility, staff, and materials provides a structure that can withstand the withering of support from any single source. The time to go after additional money is at the high point of funding, not when the situation is at its lowest

ebb. (2) Be resourceful in obtaining or developing supplementary, non-earmarked funds to obtain highly-needed staff and resources for which there is no budgetary provision. Craft stores, bake sales, and use of services contributed by former clients were just some of the creative ways centers in our study supplemented their budgets. If direct financial assistance is not available, linkage with private business and industry can often provide other kinds of useful resources for the center.

SUMMARY

It has been said that the more knowledgeable you become, the less sure you are about what you believe. This was our experience. We are infinitely wiser than when we began about the nature and extent of adult counseling programs in this country. Conversely, we are less sure regarding "givens" or absolutes in the field. While helpful resource materials are on the increase, and while a few counselor education programs are recognizing the need to provide graduates with the skills and knowledge needed to work effectively with adults, we found no prescription for designing and offering adult counseling services that could be universally applied. Is it not remarkable, then, that individuals nationwide have had the vision and knowhow to bring together indigenous factors of clients, resources, and staff, and fuse them into a program that works? Does it not take special kinds of people to create local programs "from scratch" that are truly helpful to their community's adult members? We think so.

As we have had a chance to reflect on our experiences, two thoughts stand out. One overarching impression has to do with the people who plan and manage the counseling centers. If enthusiasm and commitment were the keys to success, these programs would lead the field. To a person, the staffs are excited to be operating in an innovative area of human services. They are dedicated to their task of helping adults in distress and believe wholeheartedly in their mission. Their efforts <u>are</u> worthwhile. They make a difference.

The second lasting impression is more difficult to put into words. It occurred in centers where we sensed something different in the air, a very special atmosphere. As we wrestled with verbalizing our feelings, we came up with this phrase: softhearted but hardheaded. Softhearted: caring, committed individuals whose goal every day is to enrich the lives of others. Hardheaded: resourceful, ingenious people who know how to enlist others' support, utilize staff talents to the fullest, and stretch dollars. A formidable combination, we think.

For us, the study we undertook to increase our understanding and knowledge of adult counseling programs and communicate to others the results of our analysis is not concluded; it is only just begun. This monograph is intended not as an ending but as a beginning, designed more to stimulate thought than to provide answers. We hope that readers will view the completion of their reading as the beginning rather than the end of their own study and reflection on creating vital and viable programs to assist the needful adults in our society.

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Burton, J. C., & Wilson, P. A career decision-making handbook for adult basic education teachers. Huntsville, AL: Huntsville City Schools, 1975. (ED 115 742)

The purpose of the special project, operated by the City Board of Education (Huntsville, Alabama), was to perfect a career decision-making model that could be used by Adult Basic Education (ABE) teachers to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based on his and his family's personal value system. Career counselors trained the ABE teachers in the use of the career decision-making model, using preservice, inservice, and on-the-job training. The teacher and the counselor worked with adult learners in developing the thinking processes needed for career-decision making. The document explains in detail the adult career decision-making processes and provides an example of a career decision-making chart, briefly describing each of the 18 points on the chart. Also discussed are the four counseling techniques used: (1) behavioral techniques, (2) educational media, (3) group techniques, and (4) vocationally oriented curriculum. The remainder of the document consists of lists of materials: an annotated bibliography covering occupational information, job search, and study guides for job entry; local community resources; and an annotated list of tests useful in counseling adult learners.

Carey, R. G. Counseling the terminally ill. Personnel and Guidance Journal, 1976, 55(3), 124-125. (EJ 147 854)

This article briefly describes the Living With Death Program (a counseling service that helps terminally ill patients adjust), highlights some of the research findings of the program, and suggests an approach to counseling the terminally ill.

Cook, P., & Stewart, E. Counseling needs of the older adult. Palo Alto, CA: National Consortium on Competency-Based Staff Development, American Institutes for Research, 1979. (ED 182 678)

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module, designed for helping professionals who work with older adults, attempts to help participants: (1) examine personal biases about older adults; (2) understand critical issues facing older adults; (3) identify strengths and weaknesses in listening and attending behaviors; and (4) apply problem solving strategies in helping others. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A coordinator's guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives.

Eagelson, D. E. A counselling service for adults. Teaching Adults, 1976, 10(4), 4-5. (EJ 137 546)

In 1967 the Northern Ireland Council of Social Service undertook to pioneer a counseling service (the Educational Guidance Service for Adults) for adults who wished to change their educational and/or career direction. A description of its various services and guidelines for setting up a similar service are presented.

Entine, A. D. The mid-career counseling process. Industrial Gerontology, 1976, 3(2), 105-111. (EJ 140 877)

Individuals at the mid-life stage are likely to experience a combination of psychological and economic causes for seeking change. A model for mid-career counseling centers is presented to enable programs to use an appropriate combination of career and personal counseling techniques to meet individual needs.

Entine, A. D. Counseling for mid-life and beyond. Vocational Guidance Quarterly, 1977, 25(4), 332-336. (EJ 160 273)

Psychological and economic factors characterize the life needs of persons as their life patterns change at mid-life and later. These elements can be seen as counselors work with mid-life and postretirement change and with counselees' responses.

Farmer, H. INQUIRY project: Computer-assisted counseling centers for adults. Counseling Psychologist, 1976, 6(1), 50-54. (EJ 146 014)

INQUIRY centers for adults offer counseling for persons who seek to make career changes, to continue their education, or to re-enter the world of work but who are unaware of the available opportunities. Computers are used to assist in the counseling by providing a comprehensive data bank of information.

Farmer, H. Inquiry project: Computer-assisted counseling centers for adults. Paper presented at the meeting of the American Association of Higher Education, Des Moines, IA, May 1975. (ED 122 075)

The report describes a University of Illinois project which designed and field-tested computer-assisted adult counseling centers. These centers offered counseling for persons seeking to make career changes, to continue their education, or to leave the home and enter the labor market. Computers provided a comprehensive data bank of information on occupational and educational opportunities, while counselors performed the essential roles of identifying obstacles to educational or career goals and of planning ways to overcome these obstacles. The theoretical basis for the design of the centers is adapted from Tiedeman and O'Hara, wherein services are built around the developmental tasks relevant to the educational and career needs of adults. A six-step method to guide the counselor and client in self-study planning is outlined. The four major components of the information system--educational information, occupational information, self-information, and guidance information--are described in the report.

Fisher, J. A. Yesterday's student--tomorrow's challenge. Paper presented at the annual meeting of the North Central Reading Association, Champaign, IL, October 1977. (ED 149 305)

More and more older adults are returning to college, either to complete academic degrees or to take refresher courses in their professional areas. Educators can accommodate nontraditional students' needs by understanding the motivations that bring these students back to school and by providing them with educational counseling that will enhance their learning ability. Some of the adult learner's counseling problems include lack of self-confidence, unrealistic expectations for progress, fixed values and attitudes that conflict with other students' attitudes, impatience with abstract or general learning tasks, failure to seek help before problems get out of hand, and lack of efficient reading and study habits. Drake University's College for Continuing Education has developed an orientation course, called the Back-to-School Survival Skills Program, that helps older adults reacquaint themselves with the college environment and deal with problems they may encounter. The program has been highly successful, receiving enthusiastic support from its students and national attention that should prompt its implementation at other schools.

Harrison, L. R., & Entine, A. D. Existing programs and emerging strategies. Counseling Psychologist, 1976, 6(1), 45-49. (EJ 146 013)

An examination of the scope and dimensions of adult counseling programs in the United States. Emphasis is placed upon a 1974 national survey of adult career planning and development programs. Counseling programs for women, ethnic minorities, and mid-career change are highlighted. Prospective strategies to improve adult counseling efforts are discussed.

Hrinik, W. D. Creative leisure: A programmed pre-retirement decision-making manual (Doctoral dissertation, University of Michigan, 1977). Dissertation Abstracts International, 1977, 38, 2557A. (University Microfilms No. 77-18031)

Kalt, N. C., & Kohn, M. H. Preretirement counseling--characteristics of programs and preferences of retirees. Gerontologist, 1975, 15(2), 179-181.

Attempted to determine the extent to which major pharmaceutical companies have developed preretirement counseling programs and how people who worked for these companies and who retired feel about preretirement counseling. Questionnaires were returned by 40 companies and 95 retirees. Results indicate that only 9 companies had counseling programs, that many of the companies with programs appeared to be less than fully committed to making their programs work well, and that most of the retirees felt that company-sponsored preretirement counseling programs were needed. While most of the counseling programs covered the topics that most retirees felt were interesting and important, a substantial proportion of programs also ignored many topics that sizable numbers of respondents felt were of real interest and importance to retiring employees. It is pointed out that results are only suggestive: The sample was drawn from only 1 industry.

Karelius-Schumacher, K. L. Designing a counseling program for the mature woman student. Journal of the NAWDAC, February 1977, 41(1), 28-31. (EJ 169 327)

Discusses the five studies the author found most helpful in designing Women's Workshops at Antelope College, (California), a series of personal awareness seminars for mature women returning to college. Also included is a description of the exercises used in these seminars.

Khosh, M. N. A career planning program for women: The experience "CUE." Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1977. (ED 150 479)

This monograph describes a program developed to meet the needs of adult women continuing their education and planning careers. Experience CUE (C=career; U=you, the woman in the middle; E=education) was designed for women who are moving into a role change and need assistance in planning for it. The monograph describes in detail the group counseling sessions, held weekly for eight consecutive weeks in two-hour blocks with 12 women per group. In addition, there is an extensive bibliography and a literature review.

Kieffer, W. Pre-retirement program in a family service agency. Social Casework, 1978, 59(1), 53-54.

Kummerow, J. M., et al. Programming for adult development. Paper presented at the annual meeting of the American Personnel and Guidance Association, Washington, D.C., March 1978. (ED 159 517)

The first section of this paper includes a brief review of adult development literature with a focus on life-stages. A study of 325 adults who completed questions about themselves is also reported. Areas of concern for important proportions of the sample are noted. Adult development programming can begin with these data-supported focal points. The second section offers a scheme for reviewing adult development programming. Identified dimensions include: targets of programs (e.g., individual, family); purposes of the programs (e.g., remediation, development); methods of programs (e.g., classes, workshops); sources of programs (e.g., universities, businesses); and contents of programs. The author's focus is on "deliberate psychological education" which anticipates potential problem areas and provides necessary coping skills. The third section discusses a possible response to adult development program needs by a large university with teaching, service, and research missions. This response would emphasize skills important to the functioning of the adult as well as theory and research. In addition to learning to work with data, people, and things, one would learn to work with "self" and to design individual responses to the changing environment.

Lake, K. E. The time has come. Lifelong Learning: The Adult Years, January 1978, 1(5), 8-9; 33. (EJ 173 082)

Some of the many continuing education programs funded by the Kellogg Foundation in the past year are described, such as credentialing for experiential learning, improving the accessibility and quality of adult education, counseling and referral, and continuing education opportunities for professionals.

Leavengood, L. Mid-life counseling: New dimensions in theory and practice. Innovative conferences to meet adult needs. Paper presented at the annual convention of the National Association of Student Personnel Administrators, Atlanta, GA, April 1977. (ED 136 181)

This paper summarizes seven innovative conferences designed to meet the educational and career counseling needs of adults. The conferences were developed at an urban state university, and can be adapted to and adopted by community colleges, private colleges and other universities. The purposes of these conferences were (1) to give educational and career information and encouragement to adults, (2) to give information to state personnel working with adults in community college and other state universities, and (3) to give educational and career information to individuals in policy making positions in industry, labor, education and government. The conferences spoke to current needs of adults in a community without committing the adults or the

institution to long-term programs. The institution by serving the needs of all ages became a more viable part of the community.

Leibowitz, Z., & Schlossberg, N. Designing programs for adult guidance. Palo Alto, CA: National Consortium on Competency-Based Staff Development, American Institutes for Research, 1979. (ED 181 379)

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with adults in community colleges, mental health settings, university counseling centers, or industrial settings. The goal of this module is to provide users with some knowledge of adult development and integrate this knowledge into program design. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A coordinator's guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives.

Leibowitz, Z., & Schlossberg, N. Utilizing strategies for adult guidance. Palo Alto, CA: National Consortium on Competency-Based Staff Development, American Institutes for Research, 1979. (ED 181 378)

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with adults in community colleges, mental health settings, university counseling centers, or industrial settings. The goal of this module is to help users assess their age biases, develop non-biased counseling behaviors, and choose decision-making strategies for adults. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A coordinator's guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives.

Manion, U. V. Pre-retirement counseling: The need for a new approach. Personnel and Guidance Journal, 1976, 55(3), 119-121. (EJ 147 852)

The author presents a pre-retirement counseling model which combines both planning and counseling aspects by emphasizing individual responsibilities for planning. As part of the process, peer counseling is utilized in identifying problems and possible solutions.

Martinko, A. Educational counseling services for nonschool adults, including: Adult basic education, career resource centers, district library centers, employment security offices, general education development, rehabilitation facilities, skill centers. Harrisburg, PA: Pennsylvania State Dept. of Education, 1975. (ED 120 596)

The concept of lifelong learning places new emphasis on helping out-of-school adults make their educational and employment choices. Educational institutions are beginning to extend their counseling services to adults who need them. However, other agencies and various educational programs designed to meet specific adult needs, which include educational and/or employment counseling, operate throughout the state of Pennsylvania. This report identifies the types and locations of the various counseling services within the state on a regional basis. While this report focuses on specific services in a single state, it offers guidelines to others, relating to services which might be offered as part of a total state service program to all adults in that state.

Meyer, S. L. Andragogy and the aging adult learner. Educational Gerontology, 1977, 2(2), 115-122. (EJ 154 792)

Andragogy is discussed as a relevant participatory adult education technique. The applicability of andragogy as a preretirement education process is explained and the task-oriented training model of preretirement education is discussed. Aging adults are competent, capable learners, and the andragogical process is one very effective way of assuring this end.

Miles, L. Implications for women and minorities. Vocational Guidance Quarterly, 1977, 25(4), 356-363. (EJ 160 277)

Women and minorities still face difficult problems in creating career changes and enhancing leisure during the middle years. Various practical solutions are suggested.

Miller, S. L. The development of a community education pre-retirement program model (Doctoral dissertation, Western Michigan University, 1977). Dissertation Abstracts International, 1977, 38, 603A. (University Microfilms No. 77-16904)

Milne, T. L. Development and evaluation of a pre-retirement workshop program (Doctoral dissertation, Washington State University, 1977). Dissertation Abstracts International, 1977, 38, 3216A. (University Microfilms No. 77-25785)

Nelson, V. I., et al. Adult career education as an intervention strategy in mid-career crisis. Cambridge, MA: University Consultants, Inc., 1975. (ED 135 995)

Based on a review of the literature on mid-career crises and various intervention strategies and on collection of a representative inventory of services currently available, a strategy and role for adult

career education was developed and priorities and highlights of a research and development strategy were suggested for the National Institute of Education (NIE). Conclusions which emerged are these: (1) A mid-career crisis can be defined as a crisis of re-employment and possible forced mid-life change of career. This crisis can be precipitated by an unexpected loss of work and a shortage of jobs in the local area which utilize the skills of the individual. (2) The literature and data on mid-career crises are inadequate in several key respects. In particular, minimal data exist on the affected population or its numbers, or on the long-term effects of the crisis. (3) A mid-career crisis will for most workers entail short-term economic and associated psychological disruption, unless we commit ourselves to a European solution of substantial income support and long-term education for the worker. (4) Current programs of assistance are piecemeal and uncoordinated. The experience of programs to date shows, as expected, minimal success at averting short-term losses to those individuals who are minimally qualified by objective standards to re-enter the labor force at previous levels of status and earnings. (5) A successful program of adult career education must take into account the labor market and psychological factors in the crises and therefore must include a combination of the following: Counseling, assurance of jobs following training, and involvement of employers in the area.

Ott, E. Human resources development centers: An outreach program. Community College Frontiers, 1978, 6(4), 16-17. (EJ 189 232)

Introduces the Human Resources Development Center at Richland College in Dallas, Texas which makes a variety of counseling services available to all members of the community, without requiring college enrollment. The center uses the team approach, whereby teachers and school psychologists work together to diagnose and resolve student/family problems.

Paget, N. W. Closed-circuit television: A revolution in adoption practice. Child Welfare, February 1978, 57(2), 69-82. (EJ 176 064)

Video tape recordings, made by clients, have assisted both staff and clients to understand the many complex issues involved in the adoption process and have altered the way in which services are provided.

Plotsky, F. A. SOTA, Students Older Than Average: A social group. Paper presented at the annual meeting of the American College and Personnel Association, Denver, CO, March 1977. (ED 138 916)

This report discusses the difficulties encountered by student personnel services in fitting the nontraditional or older than average student into daytime college activities. The example of the Services for Returning Students at The University of Texas at Austin offers educational counseling services to persons who have experienced an interruption in their studies. In an effort to form a social group for such persons, student personnel workers successfully initiated

and implemented the Students Older Than Average (SOTA) program. The Union Program Office at the University provides the financial support while the Services for Returning Students promotes student contact. The operational concept in the approach is based on: (1) planning activities for an increasing subpopulation; (2) assisting these students in making the adjustment to the student role; and (3) promoting the transition for their split-level lifestyle as student, family member, and/or employee.

Riggs, R. S. A suggested health education and information component for preretirement programs (Doctoral dissertation, University of Tennessee, 1975). Dissertation Abstracts International, 1975, 36, 3426A. (University Microfilms No. 75-26732)

Ryan, K. A. B. Assertive training: Its use in leisure counseling. New Outlook for the Blind, October 1976, 70(8), 351-354. (EJ 150 295)

Sandmeyer, L., et al. A program for Optimizing Women's Leadership Skills (OWLS). Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1977. (ED 150 480)

This program provides counselors with a means for integrating the individual, with the organizational, aspects of leadership training. In addition to an extensive, annotated bibliography, this monograph consists of seven sections: (1) an historical perspective of women in leadership roles; (2) a review of the literature concerning women and leadership; (3) an overview of current leadership programs and their limitations; (4) a rationale for the Optimizing Women's Leadership Skills (OWLS) program; (5) an exposition of the OWLS program consisting of four units: an organizational assessment, an individual assessment, skill-building modules, and structured experiences; (6) a suggested method for implementing the program; (7) recommendations for adapting OWLS to varying settings and clientele.

Schlossberg, N. K. Breaking out of the box: Organizational options for adults. Vocational Guidance Quarterly, 1977, 25(4), 313-318. (EJ 160 270)

At mid-life, many workers--including those in middle management jobs--face several decades of wearily repeating the same activities and are therefore boxed-in. Now there are signs of interest in breaking out of the box through industrial programs, educational programs, legislation, and counseling.

Schlossberg, N. K. Programs for adults. Personnel and Guidance Journal, 1975, 53(9), 681-684. (EJ 117 183)

There is an increasing focus on adult career shifts, and the author describes the need for giving attention to this population through community intervention and through innovative educational-vocational counseling programs designed for this group. She also cites counseling and placement agencies geared especially to women.

Seltz, N. C., & Collier, H. V. (Eds.). Meeting the educational and occupational planning needs of adults. Bloomington, IN: School of Continuing Studies, Indiana University, 1977. (ED 143 885)

This collection of articles and bibliographies was compiled as an educational supplement to six seminars for career counselors serving adult clients in educational institutions and community agencies throughout southern Indiana. Subdivided into six areas of study, the manual parallels the organization of the year-long training program and represents the contributions of researchers, administrators, and practitioners in the field of adult counseling. Each of the six sections contains two to four papers and bibliographic material. Topic headings are (1) The Nature of the Adult Client: Developmental Needs and Behavior, (2) Career Development Needs of Adults, (3) Counseling Needs of Adult Sub-Groups, (4) Educational/Occupational Counseling with Adult Clients, (5) Supportive Services for Adult Clients, and (6) Strategies for Effective Adult Counseling. Titles of some of the major papers are as follows: "Psychosocial Variations Across the Adult Life Course: Frontiers for Research and Policy," "Age Norms, Age Constraints, and Adult Socialization," "Career Development in Adults," "Counseling Blacks," "Spanish-Speaking Americans: Their Manpower Problems and Opportunities," "A Framework for Counseling Women," "Learning the Guided Inquiry Procedures: The Six Steps of Guided Inquiry," "Agency Setting for Career Guidance," "The Adult Learner: Community Resources and Supportive Services," "The Peer Counseling Approach to Adult Counseling," and "Down With the Maintenance State."

Simmons, H. M. A financial counseling manual. Blacksburg, VA: Virginia Polytechnic Institute, 1977. (ED 159 325)

Designed to assist professionals who are confronted with clients in need of financial guidance, this financial counseling manual is presented in seven chapters. Chapter 1 focuses on the helping relationship and discusses counselor attitudes, client characteristics, making contacts, and interviewing. Chapter 2 explains the causes of overextension of credit, including temporary unemployment, permanent loss of income, lack of planning, and other possible causes. Financial counseling techniques are presented in Chapter 3, including structuring the interview; asking appropriate questions; systematic inquiry; active listening and effective use of silence; reflection; conceptualizing client concerns; establishing realistic and achievable goals; designing effective procedures; values and behavior change; termination, evaluation, and follow-up; and review questions and feedback. Chapter 4 describes two major stages in decision-making: anticipation and implementation. Chapter 5 outlines a process for developing a budget which includes guidelines for determining values and goals and suggestions for decreasing spending. Forms for recording these expenses are also included. Chapter 6 provides directions for developing a contractual payment plan. Finally, Chapter 7 describes an evaluation and follow-up plan which can be used to assess the financial counseling process. (A series of related consumer education learning modules, CE 016 111 and CE 016 086-087, are also available.)

Sinick, D. Counseling older persons: Career change and retirement. Vocational Guidance Quarterly, 1976, 25(1), 18-25.

Describes 2 major counseling opportunities in work with older people: career change and retirement. In approaching mid- or late-life career change, emphases the counselor is likely to find useful include (a) evaluating client motivations for change, (b) regenerating client self-confidence, (c) minimizing use of traditional testing, (d) identifying usable old interests and skills, (e) developing new interests and skills, and (f) assisting clients in finding jobs. Counseling emphases crucial in dealing with retirement are (a) role adjustments, including mourning changes and appreciating continued living; (b) the multiple options for creative use of time; and (c) management of "mundane" matters; e.g., housing, independence, and preventive health care.

Sinick, D. Counseling older persons: Careers, retirement, dying. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1975. (ED 109 588)

The focus of this monograph is on three areas of counseling with older clients: career counseling, retirement counseling, and counseling regarding death and dying. The portion on career counseling includes reasons older persons change careers, obstacles they are likely to face when seeking employment, myths surrounding the employability of older persons, and suggestions on the use of testing in career counseling older persons. Retirement counseling examines the social image and role of the retired person, plus work, volunteer, and leisure-time activities. Retirement counseling emphasizes retirement as a positive developmental stage. Included is a brief discussion of practical lifestyle concerns specific to retired persons. Counseling surrounding death and dying, including Kubler-Ross' five stages of dying, potential suicides, and death survivors is examined. Trends and issues regarding problems of aging, a bibliography of readings related to older women, and appendixes of periodicals and organizations concerned with older persons are included.

Sinick, D. Mini-reviews of books on mid-life. Counseling Psychologist, 1976, 6(1), 68-70. (EJ 146 018)

Recent books relevant to the counseling of adults and adult development are here briefly reviewed. Relevance was interpreted to eliminate books dealing solely with the years beyond mid-life. Recency is used to include books from 1972 on.

Smith, C. K., et al. Counseling women for nontraditional careers. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1977. (ED 150 533)

This monograph presents an overview of the employment situation in regard to women, describes trends occurring in women's career choices, and presents five hypotheses, with suggestions for accompanying activities, from which counselors may choose in counseling women for

nontraditional careers. The five alternative hypotheses are as follows: (1) women need special remediation to overcome deficiencies such as math inability; (2) women need to be sold on the appropriateness of certain careers for a woman; (3) women need to learn how to accommodate their career and other adult roles; (4) women need to become assertive career pursuers; and/or (5) women must learn to deal with discriminatory barriers to their nontraditional career pursuit. An extensive resource list, divided into separate sections for easy reference, is also provided for readers who wish to explore beyond the information presented here.

Stubblefield, H. W. Contributions of continuing education. Vocational Guidance Quarterly, 1977, 25(4), 351-355. (EJ 160 276)

Continuing Education serves many purposes for adults. Enhancing life and contributing to career change at mid-life are two of the most important purposes.

Thom, P., et al. The women's resources centre: An educational model for counseling women. Adult Leadership, 1975, 24(4), 129-132. (EJ 130 572)

The Women's Resources Center, a new and rapidly developing program of the University of British Columbia Centre for Continuing Education, provides a wide range of short courses which can teach women the skills, attitudes, and behaviors necessary for living in the new world of women successfully.

Tobias, S., & Knight, L. Math anxiety and the adult learner. Lifelong Learning: The Adult Years, 1978, 2(1), 4-6. (EJ 188 385)

Some of the techniques that have been used in counseling adults to overcome their mathematics avoidance and anxiety are described.

Tomita, K. Counseling middle-aged and older workers. Journal of Employment Counseling, 1975, 12(3), 100-105. (EJ 122 378)

Case studies are cited in which applicants were assisted by the counselor in assessing their experience and abilities and relating them to the job market. Types of cases discussed are retirees wanting to return to work, homemakers reentering the business world, and men and women seeking a change of occupations.

Wall, J. E. (Ed.). Vocational education for special groups. Sixth yearbook. Washington, D.C.: American Vocational Association, 1976. (ED 135 940)

Issues, concepts, and strategies that impact directly on the ability of vocational education to deliver its services to special groups are the focus of this yearbook. Chapters by 24 different authors are divided into three sections. Section 1 provides an overview of special groups, how special groups evolved, their underlying structure and diversity, and how vocational education might be of benefit in solving some of their problems. Section 2 contains chapters which focus on

specific special groups and their individual status in society-at-large and describe in detail certain personal characteristics that tend to categorize persons into special groups. Section 3 includes a series of chapters that give detailed attention to specific strategies that might be employed in delivering vocational education to special groups. Programs for personnel development, integration of special services with instruction, and general administrative and organizational techniques are discussed. The special groups discussed include the handicapped, women, retirees and middle-age career changers, blacks, Native Americans, Mexican-Americans, prison inmates, migrants, welfare recipients, veterans, and youth.

Walz, G. R. Mid-career change: An overview of counseling practices and programs. Searchlight +. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1978. (ED 160 905)

Recently, attention has been focused on changes that can occur during adulthood. This paper presents theories of mid-life crisis, an overview of trends and developments, and a perspective on counseling which deals with the funding of counseling and the need for human resources planning. A computer search of 70 articles forms the basis of the investigation. Abstracts of the articles, most of which are dated 1975 or later, are included.

Walz, G. R., & Benjamin, L. Counseling adults for life transitions. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980. (ED 181 396)

Adult counseling is assuming increasing importance in counselor education and training. Most important is the developmental aspect of growth all through life, since adulthood is not a static period but can be as fraught with conflict and choice as childhood or adolescence. Outlines describe some important differences between young people and adults, various psychological and educational adult problems and several necessary adult coping factors. Issues and trends in adult counseling are presented, along with some predictions for the future of adult counseling. A reference section is included for further in-depth study and review.

Walz, G. R., et al. Helping people with preretirement planning--an introduction. Palo Alto, CA: National Consortium on Competency-Based Staff Development, American Institutes for Research, 1979. (ED 182 677)

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed to assist counselors and other helping professionals in postsecondary school and agency settings to aid adults in planning for retirement. The goal of this module is to help participants: (1) examine their attitudes toward retirement; (2) become aware of major areas of concern in preretirement planning; and (3) identify information resources. The module format consists of an overview,

goals, objectives, outline, time schedule, glossary, skill development activities, and bibliography. A coordinator's guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives.

Waters, E., & Goodman, J. Career counseling for adults: Why, when, where, how. Vocational Guidance Quarterly, 1977, 25(4), 337-342. (EJ 160 274)

This article describes a six-session career development program for adults. The theoretical basis and rationale for various activities are included, along with some suggestions of ways of adapting standard career materials to meet the needs of an adult clientele.

Zawada, M., & Walz, G. R. Counseling adults. Searchlight +. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services, 1980. (ED 181 398)

This continuing ERIC/CAPS series, entitled Searchlight Plus, consists of two components: first, an in-depth review of cited materials, including prime issues and trends, and implications for helping professionals; and, second, citations from an ERIC computer search on the topic. Series topics are selected in response to user requests. Presented in the review section are types of adult counseling approaches, model programs and projects, educational resources and implications for counselor education.

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